Level 7 Diploma in Strategic Management and Leadership

Qualification Specification

February 2024

Contents

About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 7 Diploma in Strategic Management and Leadership (601/5335/0)

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 7 Diploma in Strategic Management and Leadership

The aim of the qualification is to provide learners with the knowledge, understanding and skills required to deal with the complexities of leadership and strategic management in a business context, and to develop their ability to lead change in organisations.

The Qualifi Level 7 Diploma in Strategic Management and Leadership aims to give learners the opportunity to:

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
3. Develop new skills and knowledge that can be immediately applied.
4. Prepare for higher-level positions in management through personal and professional develop as a leader who thrives in complex and globally diverse environments.
5. Progress along a pathway to gain a higher level qualification.

Learning Outcomes of the QUALIFI Level 7 Diploma in Strategic Management and Leadership

The overall learning outcomes of the qualification are for learners to:

- To understand and apply the principles of strategic leadership in a business environment.
- Review and apply the principles of business management within industry.
- To understand and apply the principles of strategic management in a specific environment.
- To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.

- Analyse problem solving techniques specific to business and industry
- Select, collate, review and analyse information form a wide range of sources.
- Manage one's own personal development and growth.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

- sets all assessments;
- moderates assessments prior to certification;
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 19 years or over.

Learners are expected to hold the following:

- Level 6 qualification or:
- First Degree.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

In certain circumstances, applicants with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the qualification.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 7 Diploma in Strategic Management and Leadership** will enable learners to progress to:

- QUALIFI Level 8 Diploma in Strategic Management and Leadership.
- University to complete a Master's Degree.
- Employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI [enter qualification title] is made up of [enter credit value] credits which equates to hours [enter TQT value] of TQT.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time includes: guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination

Learners must complete the 6 mandatory units then choose a minimum of 2 optional units to achieve 120 credits total.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
Y/506/9067	Manage Team Performance to Support Strategy	7	150	15	75
H/506/9069	Information Management and Strategic Decision Taking	7	150	15	75
L/506/9065	Leading a Strategic Management Project	7	150	15	75
D/506/9068	Strategic Direction	7	150	15	75
Y/506/9070	Strategic Planning	7	150	15	75
J/506/9064	Development as a Strategic Manager	7	150	15	75
Unit Reference	Optional Units	Level	TQT	Credit	GLH
D/506/9071	Finance for Managers	7	150	15	75
M/506/9074	Strategic Marketing	7	150	15	75
K/506/9073	Organisational Change Strategies	7	150	15	75
H/506/9072	Human Resource Planning	7	150	15	75

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

All unit grading is shown on the qualification transcript.

Fail - 0-39%

Pass - 40%-59%

Merit - 60% - 69%

Distinction 70%+

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Guidance

QUALIFI will provide [enter assessment method e.g., written assessment tasks] for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

QUALIFI provide a Candidate Workbook for each unit that learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

all learning outcomes and related assessment criteria, all of which must be demonstrated/passed to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standardsspecified by all assessment criteria.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Qualifi will provide a combination of assessment that cover the learning outcomes and assessment criteria. These may be:

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

Unit Specifications

Unit 702: Manage Team Performance to Support Strategy

Unit code: Y/506/9067

RQF level: 7

Aim

The aim of this unit is to allow learners to explore how team performance can be evaluated and optimised to realise strategic objectives.

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help you set departmental, project, team and their own objectives.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to set performance targets for teams to meet strategic objectives.	1.1 Critically assess the links between team performance and strategic objectives.
	1.2 Critically evaluate tools and techniques available to set team performance targets.
	1.3 Critically evaluate the value of team performance tools to measure future team performance.
2. Be able to agree team performance targets to contribute to meeting strategic objectives.	2.1 Analyse how to determine required performance targets within teams against current performance.
	2.2 Address the need for individual commitment to team performance in achievement of strategic objectives.
	2.3 Critically evaluate the application of delegation, mentoring and coaching to the achievement of the strategic objectives.
	2.4 Critically evaluate a team performance plan to meet strategic objectives.

3. Be able to monitor actions and activities defined to improve team performance.	3.1 Identify tools and methodologies to assess the process for monitoring team performance and initiate changes where necessary.
	3.2 Evaluate team performance against agreed objectives of the plan and address problematic performances.
	3.3 Critically evaluate the impact of the team performance in contributing to meeting strategy.
4. Be able to apply influencing skills to respond to the dynamics and politics of personal interactions.	4.1 Determine influencing methodologies that can gain the commitment of individuals to strategy
	4.2 Critically discuss the impact of individual dynamics, interests and organisational politics on securing the commitment of individuals to strategy.

Indicative Content

In this unit learners will study a number of models, concepts and ideas which can be used to manage team performance. These include:

- Setting the Context for team performance

- IMPAQ Performance Management Approach

- Performance Management System & Performance Appraisal Context

- Elements of the Change Framework

- Adair – action centres leadership

- Scope & Objectives of change

- Motivation Models and Concepts

- Tuckman – Stages of team development

- Latham and Locke 1990

- The Performance Management Cycle

- Aligning Team Goals with Organisational Strategy

- The Performance Appraisal Cycle

- The GROW Model and Coaching

- Belbin – Team Size

- Blended Performance Measures

- Building Blocks for Highly Effective Teams

- Managing the Psychological Contract

- Adams 1965 Expectancy Theory

- Current issues in performance management

- Some Other Measurement Systems

- Employee Engagement

Core Text

Leading, Managing and Developing People, Rees, G. and French, R. 2010

Suggested Resources

http://www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx

Empowerment

http://www.economist.com/node/12497834

Coaching and mentoring

http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx

Managing stakeholders

http://www.som.cranfield.ac.uk/som/dinamic-content/media/CR%20Stakeholder.pdf

CMMI

http://www.sei.cmu.edu/cmmi/

Nadler and Tushman - Organisational congruence model http://super-business.net/knowledge-management/853.html

Porter's Value Chain

http://www.ifm.eng.cam.ac.uk/research/dstools/value-chain-/

http://super-business.net/knowledge-management/853.html

Mintzberg - Crafting strategies

https://hbr.org/1987/07/crafting-strategy/ar/1

TRIZ UK

http://www.triz.co.uk/

Guānxi

http://www.worldlearnerchinese.com/content/what-guanxi

The 7 Habits of Effective Managers, Stephen Covey

https://www.stephencovey.com/7habits/7habits.php

General systems model

http://www.open.edu/openlearn/science-maths-technology/computing-and-ict/systems-computer/systems-thinking-and-practice/content-section-0

Problem structuring methods

http://www.sciencedirect.com/science/article/pii/S0377221703000560

The Core Competence of the Corporation, Prahalad and Hamel 1990
http://www.enterrasolutions.com/media/docs/2013/08/Prahalad_Hamel_1990.pdf

Emotional intelligence

http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm

https://www.stephencovey.com/7habits/7habits.php

Kakabadse

http://www.kakabadse.com/

Neuroscience for Leadership: Harnessing the Brain Gain Advantage (The Neuroscience of Business) http://www.amazon.co.uk/Neuroscience-Leadership-Harnessing-Advantage-Business/dp/1137466855

Belbin

http://www.belbin.com/rte.asp?id=73&pressid=31

Emotional intelligence

http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm

Win-win

https://www.youtube.com/watch?v=t9Lo2fgxWHw

https://en.wikibooks.org/wiki/Introduction_to_Game_Theory/Prisoner%27s_Dilemma

5 conflict management styles

http://sourcesofinsight.com/conflict-management-styles-at-a-glance/

Unit 703: Finance for Managers

Unit code: D/506/9071

RQF level: 7

Aim

This ai of this unit is to support learners in understanding and using financial information and data. This unit is important to learners as it support financial decision making.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to analyse financial information and data.	1.1 Determine what financial information is needed and assess its validity.
	1.2 Analyse different financial documents and information and formulate conclusions about financial performance levels and needs of stakeholders.
	1.3 Conduct comparative analysis of financial information and data.
	1.4 Critically review and question financial information and data.
2. Be able to assess budgets and their ability to support organisational objectives.	2.1 Identify how a budget can be produced taking into account financial constraints and achievement of targets and accounting conventions.
	2.2 Be able to assess a budget.

	2.3 Identify how a budget for a complex organization can support organizational objectives and targets whilst taking into account financial constraints and accounting conventions
3. Be able to evaluate financial proposals for expenditure provided by others.	3.1 Identify criteria by which proposals can be judged.
	3.2 Critically analyse the viability of a proposal for expenditure.
	3.3 Identify the strengths and weaknesses of a proposal and give feedback on the financial proposal.
	3.4 Analyse the viability of a proposal for expenditure.

Indicative Content

- Context: Financial Accounting and Management Accounting

- Basic accounting concepts, e.g. profit, cash, matching

- Difference between capital & revenue, sources of financial & cost data

- Financial Analysis

- Budgeting and cash flows

- Costing methods and overhead allocations

- Return on Investment calculations

- The role of depreciation

- Cost / profit centres and allocating costs

- Analysis of financial data, cost benefit analysis

- Lean Methods and Lean accounting

- The difference between data and information

- Sources of data and information

Core Texts

There are two sets of core text: one to support UK accounting rules and treatment of depreciation and tax. And the second to support US accounting rules and treatment of depreciation and tax

Core Text (US)

• Horngren's Financial & Managerial Accounting, The Managerial Chapters and The Financial Chapters, Global Edition, 5th Edition

• Introduction to Management Accounting Global Edition, 16th Edition, Charles Horngren, Gary Sundem, William Stratton, Dave Burgstahler, Jeff Schatzberg, Feb 2013,

Core Text (UK)

- Introduction to bookkeeping and accounting Kindle Edition, by The Open University
- Accounting Paperback – 5 Apr 2013, by Michael J. Jones. This includes students on both accounting and non–accounting degrees and also MBA students.

Suggested Resources (US)

- Financial Accounting Standards Board
- American Institute of Certified Public Accountants
- International Accounting Standards Board
- International Financial Reporting Standards
- http://aaajournals.org/doi/full/10.2308/accr-10297

Suggested Resources (UK)

- http://www.accaglobal.com/uk/en.html
- http://www.aca.org.uk/
- https://www.cipfa.org/
- http://www.icaew.com/en/about-icaew/what-is-chartered-accountancy/major-accountancy- bodies

Unit 704: Information Management and Strategic Decision Taking

Unit code: H/506/9068

RQF level: 7

Aim

The aim of this unit is to address the volume and complexity of data and information available to organisations and how to analyse, apply and determine its value in making strategic decisions.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to understand the importance of management information on strategic decisions.	1.1 Critically identify the features of data and information.
	1.2 Determine the criteria to be applied when selecting appropriate data and information to support strategic decisions.
	1.3 Critically evaluate the impact of a management information system to an organisation.
2. Be able to understand the importance of information sharing within an organisation.	2.1 Determine the legal responsibilities in sourcing, sharing and storing information.
	2.2 Critically discuss when information should be offered and access allowed.
	2.3 Critically evaluate the formats in which information can be provided and the impact of using various formats.

3. Be able to use information to support strategic decision making.	3.1 Critically analyse information to identify patterns, trends and impacts on strategic decision making.
	3.2 Critically evaluate a range of decision making tools and techniques available to support strategic decision making.
	3.3 Determine data and information sources available to assist in strategic decision taking.
4. Be able to monitor and review management information.	4.1 Critically identify methods of evaluating management information within an organisation.
	4.2 Formulate processes and methodologies for analysing the impact of information on the strategic decisions made.
	4.3 Determine methods of developing information capture to inform and support strategic decision making.

Indicative Content

In this unit learners will be introduced to concepts, ideas and models that underpin an organisation undertaking information management and strategic decision taking. The models and concepts will include:

- Context is everything
- The Knowledge Economy
- Knowledge Management Drivers
- Dimensions of Knowledge Management
- Knowledge is Carbon Not Silicon?
- Tacit and explicit knowledge
- Do You Know What You Know?
- The Ackoff Pyramid
- A Common K-M Misconception

- Organisational Knowledge and Individual Knowledge
- Four Modes of Knowledge Creation
- Data Protection and Information Security
- Communities of Practice
- Uses of IT and digital technologies
- Knowledge Sharing - or not!
- Ethics Information Cultures – Definition.

Core Text

Exploring Strategy, Johnson, G, Whittington, R. and Scholes, K., London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

Stewart Brand: How Buildings Learn: What Happens after They're Built
http://shearinglayers.com/layers/

TRIZ

http://www.triz.co.uk/

COBIT 5

https://cobitonline.isaca.org/

ITIL

http://www.itil.org.uk/

eTOM (Extended Telecoms Operating Model)

https://www.tmforum.org/tm-forum-frameworx/

Systems and Requirements Engineering

http://www.incose.org/. *ISO9000 - Quality Management*

The ISO 9000 family addresses various aspects of quality management and contains some of ISO's best-known standards. The standards provide guidance and tools for companies and organizations that want to ensure their products and services consistently meet customer's requirements and quality is consistently improved.

A theory of networks (Karen Stephenson)

http://avxhome.se/ebooks/The_exploit a_theory_of_networks.html

The Fractal Organisation

http://journals.isss.org/index.php/proceedings56th/article/viewFile/1796/663
http://www.amazon.com/The-Fractal-Organization-sustainable-organizations/dp/0470060565 *OODA*
https://www.mindtools.com/pages/article/newTED_78.htm

Unit 705: Leading a Strategic Management Project

Unit code: L/506/9065

RQF level: 7

Aim

The unit will involve the Learner in formulating research and methodologies to support a strategic management project. They will be required to critically evaluate options and data sources prior to presenting project outcomes.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to identify and justify a strategic investigative project.	1.1 Determine a strategic topic to investigate that has significant implications for the organisation.
	1.2 Discuss the aim, scope and objectives of the project.
	1.3 Take responsibility for and justify the topic of investigation and its aim, scope and objectives.
	1.4 Formulate the project research methodology, including the project structure and research base.
2. Be able to conduct research using different data sources and synthesise data and options.	2.1 Assess sources of data and information that will support the aim of the project.
	2.2 Synthesise the data and information for options or alternatives that support the project aims.
	2.3 Critically evaluate and determine an option that supports the project's strategic aims.

3. Be able to draw conclusions and make recommendations that achieve the project aim.	3.1 Critically evaluate the research to enable conclusions to be made.
	3.2 Recommend a course of action that achieves the strategic aims of the project.
	3.3 Critically analyse the impact of the recommendations.
4. Be able to develop and review the results of the investigative project.	4.1 Determine the medium to present the result of the project and its contribution to strategic objectives.
	4.2 Take responsibility for the results of the investigative project and the substantial changes and developments it brings about.
	4.3 Critically evaluate the impact and success of the investigative project.

Indicative Content

In this unit learners will examine:

- Setting Scope and Boundaries
- Project planning, e.g. use of Gantt and Time box
- Project phases including diagnosis and analysis
- Messy problems
- Critical Success Factors and, assumptions
- Project Initiation
- Types of investigative project
- Generation and evaluation of options
- Implementation strategy and plans
- Methods and Techniques for collecting Data and Information
- Different Types of Research

- Quantitative and Qualitative Research
- Basic/Applied research
- Deductive/Inductive Research
- Research Philosophies
- Differences between data, information and knowledge
- Trade off models
- Project Risks and risk model
- Earned Value Management formulation. (EVM)
- Evolving Project Charters – Project Initiation Documents
- Project techniques for managing Time – Scope – Quality – Costs
- Application for tender/

Core Text

Project Management, a step by step guide on how to plan and manage a highly successful project. Richard Newton 2006

Suggested Resources

- Project Management, a step by step guide on how to plan and manage a highly successful project. Richard Newton
- The Project Manager, mastering the art of delivery. Richard Newton
- Brilliant Checklist for Project Managers. Richard Newton
- A Guide to the Project Management Body of Knowledge (PMBoK- The Project Management Institute)
- Essential Maths for Business and Management. Morris, C. 2007, London: PalgraveMacmillan

- Business Research Projects, Jankowicz, Chapman Hall

- Researching and Writing Dissertations, Horn, CIPD

- Essential Guide to Qualitative Methods in Organisational Research, Cassell C. & Symon G. 2004 London: Sage.

- Research Methods for Managers, 4th ed, Gill, J. & Johnson, P. 2010, London:Sage

- Market Research in Practice: Questionnaire Design: How to Plan Structure and Write Survey Material for Effective Market Research, Bruce, I. (2008) 2nd edition, London, KoganPage.

- Embracing Complexity, Allen, Bowman and Boulton, Oxford University Press

Unit 706: Strategic Direction

Unit code: D/506/9068

RQF level: 7

Aim

The aim of this unit is to explore the strategic aims and objectives of an organisation and their significance in setting direction, identifying success and progress for the organisation. The unit will also explore where different strategic options may lead the organisation to change its direction.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to review and determine the organisation's strategic aims and objectives.	1.1 Critically analyse the existing strategic aims and objectives of the organisation.
	1.2 Undertake a critical evaluation of the components of current organisational strategy.
	1.3 Critically analyse the factors affecting the strategic aims of organisational strategy over the short and medium term.
2. Be able to evaluate progress towards achieving organisational strategic aims and objectives.	2.1 Apply a range of diagnostic and analytical tools to audit and assess progress towards existing strategic aims and objectives.
	2.2 Take responsibility for and critically assess the expectations of all stakeholders and their influence upon future organisational strategy.

	2.3 Critically analyse, interpret and produce an evaluation of the existing organisational strategic position and progress towards achieving the existing strategy.
3. Be able to determine and evaluate strategic options to support a new strategic position.	3.1 Critically evaluate and develop a range of alternative strategic options to meet organisational strategic aims, direction and objectives in the short and medium term.
	3.2 Determine and justify the existing strategic option that can meet the revised strategic position.

Indicative Content

- Evaluate each component part of the chosen strategic plan
- Analyse the factors affecting the strategic plan of your choice
- Internal and external change drivers

- Structured evaluation of the organisation's strategic position
- Strategic options to meet strategic aims and objectives
- Justifying strategic options
- Evaluating the expectations of all stakeholders
- Medelow – Johnson, Whittington and Scholes
- POSIWID and organisational purpose.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- The Art of Strategy. (Avinash K. Dixit)
- Competitive Strategy Techniques. (Professor Michael Porter)
- Blue Ocean Strategy. (W. Chan Kim)
- Good Strategy Bad Strategy. (Richard Rumelt)
- The Lean Start-up. (Eric Ries)
- Strategy. (B. H. Liddell Hart)
- The Innovators Dilemma. (Clayton M. Christiansen)
- Completive Advantage. (Professor Michael Porter)

- Strategic Safari. (Henry Mintzberg)
- Competitive Advantage. (Johnson and Scholes)
- Grant, R., (2007) Contemporary Strategy Analysis 6th Ed., Pearson
- Lynch, R., (2005) Corporate Strategy 4th Ed., F-T/Prentice Hall
- Mintzberg, H., (2007) Tracking Strategies: Towards a General Theory, OUP
- Ringland, G. (2004) Scenario Planning. Wiley
- Van der Heijden, K. (2004) Scenarios: The Art of the Strategic Conversation.Wiley
- Whittington R (2001) What is Strategy – and does it matter? 2nd Ed. Thomson Learning
- Stacey, R., (2011) Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Harlow, England, New York: Financial Times Prentice Hall.

Unit 708: Strategic Marketing

Unit code: M/506/9074

RQF level: 7

Aim

The unit will investigate underlying models, techniques and theories that underpin marketing and can contribute to strategic objectives. It will also provide Learners with a critical understanding of the marketing function within complex organisations.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to understand the relationship between the marketing plan and strategic objectives.	1.1 Critically evaluate how marketing techniques and tools can support the strategy of an organisation and how this impacts on the marketing plan.
	1.2 Determine marketing methodologies and approaches that contribute to a marketing plan within complex organisations.
	1.3 Address risk associated with the marketing plan.
2. Be able to produce a strategic marketing plan.	2.1 Critically analyse the components of a marketing plan and the levels of importance of each component to the achievement of strategic objectives.
	2.2 Address mitigation strategies for high risk components of the plan.

	2.3 Develop a marketing plan that will achieve strategic objectives for a complex organisation.
3. Be able to promote the marketing plan in support of strategic objectives.	3.1 Discuss how the plan supports strategic objectives.
	3.2 Develop an approach to gain agreement for the marketing plan that will change organisation actions and methods to achieve strategic objectives.
	3.3 Critically evaluate and provide review measures for the agreed plan.

Indicative Content

- Marketing mix and principles of marketing
- Marketing research
- International marketing planning
- Methods and Techniques for collecting Data and Information

- Basic / Traditional Approaches to Strategy Marketing methodologies
- Diffusion of Innovation, Product life cycle and experience curve
- Issues of risk within a marketing plan
- Components of a Strategic Marketing Plan
- Brand & Advertising including Global Brands
- Advertising to Children
- The Regulatory Frameworks
- Use Product/Service Branding
- Behaviours and Attitudes
- Behavioural Measures of Loyalty
- Customer Service
- Digital and Global marketing
- Globalization theories and cases in practice.
- Advertising to Children
- The Regulatory Frameworks

Core Text

Marketing by Paul Baines and Chris Fill, 3rd Edition, Oxford UniversityPress

Suggested Resources

- Hollensen, S. (2013) Global Marketing Harlow, 6th Edn. PearsonEducation
- Friedman, Thomas L. (2006) The World is Flat: The Globalized World in the Twenty-First Century, Penguin Group, London/New York 978-0-141-03489-8
- Soros, George (2002) George Soros On Globalization, Perseus, New York1-903985-24-2
- European Journal of Marketing
- International Journal of Bank Marketing
- International Journal of Pharmaceutical and Healthcare Marketing
- International Marketing Review
- Journal of Business & Industrial Marketing
- Journal of Communication Management
- Journal of Consumer Marketing
- Journal of Fashion Marketing and Management
- Journal of Islamic Marketing
- Journal of Product & Brand Management
- Journal of Research in Interactive Marketing
- Journal of Research in Marketing and Entrepreneurship
- Journal of Services Marketing
- Journal of Social Marketing
- Marketing Intelligence & Planning
- Qualitative Market Research
- Young Consumers
- Marketing Week

Unit 710: Organisational Change Strategies

Unit code: K/506/9073

RQF level: 7

Aim

The main aim of this unit is to enable learners to understand, plan and achieve organisational change successfully. The received wisdom in much of the business world is that change has to be fast, large-scale and transformational if organisations are to survive. However, there is also evidence that many successful organisations take a much slower and more cautious approach to change. In addition, the failure rate of change initiatives is claimed to be around 70%. It follows from this that managing organisational change is one of the most problematic tasks leaders undertake, and that the ability to do so is a key attribute of successful leaders and successfulorganisations.

This unit will examine the changing nature of organisations and the challenges they face. It will examine the main approaches to managing change and show how these relate to the types of change that organisations are undertaking, especially in terms of individual, group and organisational behaviour.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand how to apply solutions to organisational change.	1.1 Critically evaluate the range of organisational change models and frameworks that could be used in your organisation.
	1.2 Identify and apply a range of creative problem solving tools and techniques to address change challenges.
	1.3 Critically evaluate, determine and justify change solutions that link to the achievement of organisational strategy.

2. Understand how to develop a change strategy using implementation models.	2.1 Critically evaluate a range of change implementation models.
	2.2 Identify and justify the criteria to select and support a change implementation model and will achieve the organisational change desired.
3. Be able to analyse an organisational response to change.	3.1 Identify and demonstrate the use of analytical tools to monitor the progress and the effects of change within your organisation.
	3.2 Critically assess monitoring and measurement techniques used to measure and track change within an organisation.
	3.3 Analyse and critically assess strategies to minimise the impact of adverse effects of change in your organisation.
4. Understand how to evaluate the impact of change strategies.	4.1 Critically evaluate the processes required to review the impact of the change in your organisation.
	4.2 Critically analyse and discuss the results of a change impact review.
	4.3 Formulate findings of a change analysis and present them in an appropriate way for different stakeholders.

Indicative Content

- Setting Scope and Boundaries
- Perspectives and relationships
- PSMs - problem structuring methods
- The importance of organisational change
- Change communications and communications strategies
- Organisational structures
- Organisational maturity and leadership styles
- Organisational change and the individual
- A 20 Year Look at Business and Organisational Change
- Organisational change and organisational theory
- Culture, Power, Politics and Change
- Approaches to organisational change – traditional models
- Change solutions v change options
- Change as an emergent, tropic, rhizomatic and spontaneous process
- The emergence and power of social media as a change process
- Supporting tools and techniques
- Organisational change and organisational choice
- Change in Practice – The Consultant's View

Core Texts

- Planning and Managing Change Paperback – by Bill Mayon-White (Editor)
- Managing Change Paperback by Bill (Editor) Mabey Chr and Mayon-White (Author)

Suggested Resources

- Burnes, B (2009) Managing Change (5th Edition). FT/Prentice Hall.
- Rosabeth Moss Kanter: pioneer of empowerment and change management
- Gary Hamel: the search for a new strategic platform
- Sumantra Ghoshal: professor of the Spring strategy
- Charles Handy: understanding the changing organisation
- Igor Ansoff: father of corporate strategy
- C K Prahalad: a new view of strategy
- Richard Tanner Pascale: change agility and complexity
- Kurt Lewin: change management and groupdynamics
- https://www.academia.edu/479771/Change_Management_The_Road_Ahead
- https://www.researchgate.net/profile/Cliff_Oswick/publications

Unit 711: Strategic Planning

Unit code: Y/506/9070

RQF level: 7

Aim

This unit is about the value of the strategic planning process in formulating appropriate strategies and designing a plan that will be supported by stakeholders and other organisational leaders. The critical review of the plan and its success is also addressed by learners in the unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to conceive and analyse strategic options.	1.1 Critically analyse and identify the organisation's strategic aims and objectives including the approach adopted to strategic planning.
	1.2 Determine alternative strategic options available and the implications for the organisation.
	1.3 Critically evaluate the impact of stakeholder expectations on a strategic plan and the planning horizon.
2. Be able to formulate a strategic plan.	2.1 Critically evaluate the strategic options available to the organisation over the existing planning horizon and factoring in wider context market and competitor impacts.

	2.2 Assess and determine the priorities and feasibility of alternative options over the existing planning horizon.
	2.3 Carry out a risk assessment of the preferred strategy and alternatives.
	2.4 Identify, justify and articulate the selected strategies within the plan and address any potential problems.
	2.5 Produce a strategic plan and its components to achieve the selected strategic direction.
3. Be able to implement, evaluate, monitor and review the strategic plan.	3.1 Critically review the organisational and market factors to be considered in the implementation of the strategic plan.
	3.2 Determine and apply a range of tools and concepts to monitor and review the strategic plan.
	3.3 Determine the impact of the strategic plan on the organisation's direction and achievement of the organisation's objectives.

Indicative Content

- Organisational aims and objectives
- Alternative Strategic Options
- Strategic Tools and Techniques
- Other Tools and Techniques
- Stakeholder expectations
- Strategic options
- Risk Assessment
- Components of a Strategic plan
- How to evaluate, monitor and review a strategic plan.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- Johnson, G, Whittington, R and Scholes, K (2013) Exploring Strategy. London: Financial Times / Prentice Hall.
- Johnson, M. W., Christensen, C. M., & Kagermann, H. (2008). Reinventing your business model. Harvard Business Review, 86(12), 50-59.
- Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Markides, C. and Williamson, P. (1996). 'Corporate diversification and organizational structure: A resource-based view'. Academy of Management Journal: 39(2):340
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of recent literature'. Journal of Corporate Finance, 9(1): 37–57.
- Neilson, G. L., Martin, K. L., & Powers, E. (2008). The secrets to successful strategy execution. Harvard Business Review, 86(6), 60-70.
- Johnson, G, Whittington, R and Scholes, K (2011) Exploring Strategy. London: FinancialTimes / Prentice Hall.
- Strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of

  recent literature'. Journal of Corporate Finance, 9(1): 37–57.

- Porter, M. E. (1996). What is strategy? Harvard Business Review, 74(6),61-78.
- Sethi, R., Iqbal, Z., & Sethi, A. (2012). The Role of Micropolitical Strategies. Journal of

  Marketing, 76(2), 99-115. doi:10.1509/jm.09.0308.

Unit 712: Human Resource Planning

Unit code: H/506/9072

RQF level: 7

Aim

The unit will address issues that are important when planning for and securing a workforce that will be able to deliver strategic objectives. The unit will also consider the constraints and influences on organisations HR practices.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand how the HR plan supports strategic objectives.	1.1 Critically assess the strategic importance of current, future and anticipated HR requirements.
	1.2 Analyse how HR planning impacts on the strategic plan.
2. Understand the legal and organisational frameworks for the employment of staff.	2.1 Evaluate the current legal frameworks that influence a HR plan.
	2.2 Identify approaches and methodologies to support the recruitment and selection of staff (external candidates) and the impact of current legislation and organisation requirements.
3. Understand the effect of the organisational environment on employees.	3.1 Critically evaluate how organisational culture affects recruitment and retention of employees.

	3.2 Discuss the work environment influences where personal work life balance issues and the changing patterns of work practices determine motivation and commitment.

Indicative Content

- What is HRM?
- Drivers' towards HRM?
- Categorisation of Theories of HRM
- Categorisation and Critiques of HRM Models / Approaches
- Approaches to the Development of HR Strategy

- Organisation theory Contemporary theories of organisations
- Ulrich's Adapted HR Stool
- Organisational & managerial perspectives
- Best Practice Models
- Evolution of HR Strategy
- Performance management the planning, assessment and feedback model
- The Michigan HR resource cycle
- Features of new organisational forms
- Managing employee relations
- Corporate governance, ethics, CSR and accountability.

Core Text

Torrington, D., Hall, L. and Taylor, S. (2005) Human Resource Management. Harlow: Financial Times.

Suggested Resources

- Boxall, P. and Purcell, J. (2003) Strategy and Human Resource Management. Basingstoke: Palgrave.
- Mello, J.A. (2006) Strategic Human Resource Management. South-Western, Thompson.
- Schuler, R.S. and Jackson S.E. (2007) (eds.) Strategic Human Resource Management: A Reader. London: Blackwell Publishers.
- Wood, S. (1999) Human Resource Management and Performance. International Journal of Management Reviews, 1: 367–413
- People Management Journal. CIPD

Unit 724: Development as a Strategic Manager

Unit code: J/506/9064

RQF level: 7

Aim

The unit aims to supports organisational and self-awareness in Learners. It provides foundations for a self-critical and reflective approach to personal development to support the Learner when operating at a strategic level. Wider context organisation and environmental factors are also considered as contributors to overall strategic success of the individual and the organisation.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to identify personal skills to achieve strategic ambitions.	1.1 Critically analyse the strategic direction of the organisation.
	1.2 Critically evaluate the strategic skills required of the leader operating in a complex environment to achieve personal and organisational strategic ambitions.
	1.3 Assess the relationship between existing, required and future skills to achieve strategic ambitions.
2. Be able to manage personal leadership development to support achievement of strategic ambitions.	2.1 Critically discuss the opportunities to support leadership development.
	2.2 Design a personal development plan to direct leadership development in a complex environment.
	2.3 Devise an implementation process to underpin the success of the

	development plan that can realise substantial changes in leadership style.
3. Be able to evaluate the effectiveness of the leadership development plan.	3.1 Critically evaluate the achievement of outcomes of the plan against original objectives.
	3.2 Evaluate the impact of leadership style and the achievement of objectives on strategic ambitions in different organisational settings.
	3.3 Critically review and update the leadership development plan.
4. Be able to advocate an employee welfare environment that supports organisational values.	4.1 Critically evaluate the impact of corporate commitment to employee welfare on strategic organisational objectives.
	4.2 Discuss how an employee welfare environment can affect achievement of strategic organisational objectives.
	4.3 Determine the influence of corporate commitment to employee welfare on the development of organisational values that will realise strategic ambitions.

Indicative Content

- Approaches to business strategy
- Old and new business models
- Strategy evolution
- Resource based approach to strategy
- Analysis of the environment
- Honey and Mumford learning styles
- Personal development and gap analysis including developing yourself
- Career anchors (Edgar Schein)
- Blanchard, Adair, Blake and Mouton Models on leadership and development
- Argyris' double loop learning
- Reddin's 3D and Belbin's team roles
- Skills competences and know-hows including core and distinctive competences

- Intellectual capital and balance score card methods
- Development of a personal development plan (PDP)
- Health and safety at work
- Erikson's Life Stage Theory
- Nudge Theory
- Psychological Contract
- Kirkpatrick's Learning Evaluation Model
- Erikson's Theory of Personal Development (1902 – 1994)
- Developmental and Sponsorship Mentoring
- Formal and Informal Coaching.

Core Text

Human resource management at work Marchington, M. and Wilkenson, A 2008

Suggested Resources

- The CIPD Employee Outlook report is based on a twice-yearly survey of over 2,000 UK employees conducted by YouGov on behalf of the Chartered Institute of Personnel and Development.
- Organisational Behaviour, ARVINEN MUONDON and PERKINS, KOGAN PAGE
- Human resource Management in a Business Context, KEW and STREDWICK, CIPD
- Strategy and human resource, BOXALL, P. and PURCELL, J. (2008) CIPD
- Learning and Development Talent, Jim STEWART and CLARE RIGG, CIPD
- Contemporary strategy analysis. 6th ed. GRANT, R. (2008), Blackwell.
- Exploring Corporate Strategy, JOHNSON and SCHOLES, PRENTICE HALL
- Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Stacey, R., (2011), Financial Times Prentice

Contact Details

Customer service number: +44 (0) 1158882323

Email: support@QUALIFI-international.com

Website: www.QUALIFI.net   www.QUALIFI-international.com